Department of Computer Science

Assignment 1 - CS1812 Professional Reflection

CS1704 Group Project 2024/25

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Assessment Title	Professional Reflection
Module Leader	Dr Yasoda Jayaweera
Distribution Date	04th October 2024
Submission Deadline	**1. Group Presentation slides submission: 04th April 2025, 11:00 GMT** **2. Group presentation: Week 28 (during tutorial meeting time)** Formative task 1 submission: 01/11/2024, 11:00 GMT Formative task 2 submission: 06/12/2024, 11:00 GMT Formative task 3 submission: 21/02/2025, 11:00 GMT Formative task 4 submission: 04/04/2025, 11:00 GMT Formative task 5 submission: 04/04/2025, 11:00 GMT
Feedback by	24th May 2024
Contribution to overall module assessment	100 %
Indicative student time working on assessment	150 Hours
Word or Page Limit (if applicable)	
Assessment Type (individual or group)	Individual

MAIN OBJECTIVE OF THE ASSESSMENT

The aim of this assignment is to review and reflect on your activities within the CS1704 Group Project module. You are expected to engage with five formative group tasks and reflect on your contributions to completing each task and effective functioning of the group. This assignment also evaluates your understanding of legal, social, ethical and professional issues involved in software development and how they are applied in a group and departmental context. Finally, this assignment assesses your ability to effectively present and communicate ideas and solutions.

This assignment contributes 100% towards the CS1812 assessment block. This assignment is assessed by your Tutor.

DESCRIPTION OF THE ASSESSMENT

This assignment has **two** elements. To pass the CS1812 assessment, you must achieve a grade D- or above for the first element **and** pass the second element.

1.Group Experience Reflection Presentation (100% weighting)

'Post-mortem' reviews are performed by software engineering teams after the conclusion of a project to determine and analyse the successful and unsuccessful elements of the project. This presentation is a post-mortem review of the group tasks you are expected to take part in your first year.

The presentation should focus on the five formative group tasks that you will have completed this year (mentioned below).

The weighting of the Group Experience Reflection Presentation element is 100% of the final mark of this assignment. Since this is a core assignment you must obtain a grade D- or above to pass this element.

The deadline to submit the Group Experience Reflection Presentation slides and Formative group task 4 - Code Integration Task is **11:00 GMT, Friday 04th April 2025**. The presentation will be held in week 28 (07 - 11 April 2025) during your regular group tutorial time. Please note that attending the presentation is mandatory (if you do not attend and do not have accepted ECs, you will fail the assessment).

Your reflection should focus on your contribution to the following five formative group tasks.

a) Formative group task 1 - Year 1 Plan (refer Appendix A for the task description)
b) Formative group task 2 – Designing and Implementing Simon Swift (the task description will be released in week 4)
c) Formative group task 3 - Preparation for Responsible Software Development (ResDev) Quiz (the task description will be released in week 9)
d) Formative group task 4 - Code Integration Task (refer Appendix B for the task description)
e) Formative group task 5 – Preparation of Group Experience Reflection Presentation (refer Appendix C for the task description)

IMPORTANT: A group must attempt all group tasks. You should contribute to the group tasks in two ways.

1) You must **lead at least one** of the formative group tasks.

   The table below specifies the maximum number of students that could lead a task. The group needs to make a decision collectively regarding who will be leading each task so that each member gets at least one chance to lead a task.
   The majority of the tasks would benefit from having more than one leader as it distributes the workload among the leaders. When there are two leaders, it would be the co-leaders' responsibility to discuss among themselves and plan the task.
   If there are not enough group members to lead/co-lead tasks, members who have already led a task can lead/co-lead additional tasks as required. The additional contributions will be considered towards awarding higher grades during the Group Experience Reflection Presentation.

   Some guidance regarding leading and planning is given at the end of each task brief (refer to the section titled '*IMPORTANT: To effectively complete this task*'). Additionally, you may reach out the module leader or your tutor for further guidance.

2) You must **contribute to the completion of all group tasks**.

Task Description	Maximum number of leaders
Formative group task 1 - Year 1 Plan	2
Formative group task 2 – Simon Swift	2 - 3
Formative group task 3 - Preparation for Responsible Software Development (ResDev) Quiz	2
Formative group task 4 - Code Integration Task	2
Formative group task 5 – Preparation of Group Experience Reflection Presentation	1

The Group Experience Reflection Presentation should cover all 4 questions listed on page 3. Answers to these questions should be provided **individually** (each member should answer all 4 questions). **Each member is assessed individually, based on the quality of their own responses and the significance of their individual contributions to leading a task(s) and completion of all five tasks.**

Individual Questions

Answers to the following four questions should be based on your contributions to the five formative group tasks mentioned above.

I. **Describe an instance when you took the initiative to lead a formative task(s).**

As you formulate your answer, consider addressing the following points.

- *Which formative group task(s) did you lead?*
- *How did you decide who should be responsible for what?*
- *What methods and tools have you used to track progress and ensure deadlines are met?*
- *How successful were the group in completing this task? (to compute a percentage of completion you may divide the number of successfully completed requirements/tasks by the total number of attempted tasks, then multiply by 100).*
- *If you managed to successfully complete the task which aspects of leadership and team work were helpful?*
- *If you were not able to complete the task successfully, what requirements were not met? What were the reasons for not being able to complete all the requirements?*

II. **Describe a challenge(s) you faced as the group leader when you were leading the task.**

As you formulate your answer, consider addressing the following points.

- *What was the challenge? Commonly encountered challenges when working in groups are conflicts or disagreements in opinions, lack of motivation, lack of communication/ responsiveness, time management, inadequate contribution towards group's effort, adapting to change, skill disparities, hardware and software compatibility, sharing responsibilities in a role, and etc. (Please note that this is not an exhaustive list. You should discuss an issue which you experienced as the task leader).*
- *What strategies did you use to deal with the challenge?*
- *What was the outcome? Did you manage to complete the task successfully despite the challenge? Or did it affect negatively towards completing the task?*
- *What would you do differently if you are in a similar situation in the future?*

III. **Describe your personal growth and learning experiences derived from your leadership role in a group task.**

As you formulate your answer, consider addressing the following points.

- *What did you learn about your leadership style from this experience?*
- *What do you consider to be your greatest strength in a leadership role? And why?*
- *What area(s) do you think you need to improve on as a group leader? And why?*
  You could refer to the following link to identify some of the skills that may be relevant to group work: https://www.brunel.ac.uk/pdc/documents/pdf/Identifying-your-skills-worksheet.pdf

IV. **Reflect on your teamwork and collaboration aspects where you contributed as a team member (not a leader) to support the task leaders.**

As you formulate your answer, consider addressing the following points in your response.

- *What were your individual contributions to completing each of the five group tasks? You need to provide evidence for any technical work (e.g., design diagrams, test case tables, and etc) you have carried out to complete the task.*
- *If you did not contribute to a particular task, explain and justify why. What would you do differently if you had a chance to do the task over again?*
- *What was the most challenging aspect of being a team member and collaborating with the team? How did you overcome it? What would you do differently if you are in a similar situation in the future?*
- *What sort of skills were useful/ did you have to learn in order to be a good team player? You could refer to the following link to identify some of the skills that may be relevant to group work: https://www.brunel.ac.uk/pdc/documents/pdf/Identifying-your-skills-worksheet.pdf*

Presenting your contributions: You must provide evidence for your contributions towards completing the formative tasks and leading a task. For example, if you mention a flow chart that was created for the code integration formative task, the flow chart should be included in the presentation. If you lead a task, you need to show evidence of how you planned a particular task. It is recommended that the respective task leader present the progress of your group work to your tutor during tutor meetings. It will be yours and your group's responsibility to present the work progress during tutor meetings so your tutor is aware of your contributions to the tasks.

Layout of the presentation: Each individual response in the presentation should be clearly attributed to the group member from whom it originates. In other words, your tutor should be able to know 'who said what', in order to carry out the assessment of each group member individually.

The presentation should use slides (in PDF). Since this is a presentation, your answers should be formatted in a way suitable for a presentation, rather than for a report. The presentation should be structured so that the responses for the four individual questions from one member is followed by the responses from the next member. The presentation should not exceed 80 minutes. Your tutor may ask questions during and/or at the end of the presentation. At the end of the presentation, the group should demonstrate their submission for Formative task 4 - Code Integration to the tutor, if the code integration feature has been accomplished.

Remember, criticism should never be aimed at individuals but rather at processes, events and decisions. Similarly, personal comments about your group members or other groups are absolutely prohibited. You may cover additional points if they are relevant. Remember – the Professional Reflection is all about reflection and self-evaluation. You should try to be concise and professional in your approach.

2.Understanding of Responsible Software Development and its applications within a group and departmental context (Pass or Fail)

You are expected to engage with your Year 1 studies and demonstrate an understanding of the legal, social, ethical and professional issues involved in software development and their applications in a group and departmental context.

In particular, in order to pass this element you must **complete all four criteria** mentioned below.

I. You should pass the Year 1 Quiz.
The Year 1 Quiz consists of five multiple-choice questions for each of your four term 1 modules (CS1601, CS1602, CS1603 and CS1704). The quiz will be held in week 5. More information about the quiz will be provided in due course.

II. Your tutor must assess that your behaviour was ethical and professional, based on your tutorial attendance levels (**attendance at meetings with your tutor should be a minimum of 75%; you should have attended a minimum of 9/12 meetings**) and their assessment of your conduct during the tutorials.

III. You should pass the Academic Integrity Quiz.
The purpose of this quiz is to build and test your knowledge of academic misconduct, referencing, and good academic practice. The quiz will be accessible via the CS1704 Brightspace module from 07/10/2024 to 13/12/2024. The quiz consists of 12 questions and you may attempt the quiz as many times as you want.

IV. You should pass the **Responsible Software Development (ResDev) Quiz**
The purpose of this quiz is to build and test your understanding of legal, social, ethical and professional issues involved in software development and their applications in a group and departmental context. The quiz will be accessible via CS1704 Brightspace module from 24/02/2025 to 09/05/2025. The quiz consists of 15 questions (TBC) and you may attempt the quiz as many times as you want.

IMPORTANT: Before you attempt the ResDev Quiz, you must complete Formative task 3 – Preparation for Responsible Software Development (ResDev) Quiz.

Learning Outcomes and Marking Criteria

In order to get a pass grade (D- or above) in this assignment, you must meet the learning outcomes below, that is, you must demonstrate ability to:

LO1: Reflect and learn from your group project experiences.
LO2: Understand the legal, social, ethical and professional issues involved in software development and apply them in a group and departmental context.
LO3: Effectively present and communicate solutions.

The learning outcomes, marking criteria and weighting for each assignment element are shown below

Assignment Element	Learning Outcome	Marking Criteria	Weighting
1. Group Reflection Presentation	LO1, LO3	Your grade will be based on the following aspects: i. Completeness of the content against the given requirements (the points listed here). ii. Effectiveness and significance of individual contributions to the tasks. iii. Quality of analysis, discussion and reflection in the individual responses.	100%
2. Understand the legal, social, ethical and professional issues involved in software development and apply them in a group and departmental context	LO2	You will pass this element, if you have: i. Achieved a Pass in the Year 1 Test, or engaged with the CS1000++ Transition and Support Scheme. ii. Achieved or exceeded the required attendance level at meetings with the tutor and actively participated in tutorials. iii. Passed Academic Integrity Quiz iv. Passed ResDev Quiz	Pass/Fail
Please refer to the Marking Scheme for detailed grade descriptions.			

Submission Instructions

You must submit your Group Presentation file(s) in PDF format. Your Group name must be used as the file name (e.g., Group A 05.pdf).

You should also submit a zipped folder with all the Java files for the Formative task 4 - Code Integration Task. Your Group name must be used as the folder name (GroupA05.zip). The Group Presentation file and Code Integration zipped folder must be uploaded via WISEflow by **11:00 GMT, Friday 04th April 2025.**

This is a group submission. Therefore, if at least one group member submits the presentation that will suffice.

Avoiding Academic Misconduct

Before working on and then submitting your coursework, please ensure that you understand the meaning of plagiarism, collusion, and cheating (including contract cheating) and the seriousness of these offences. Academic misconduct is serious and being found guilty of it results in penalties that can reduce the class of your degree and may lead to you being expelled from the University. Information on what constitutes academic misconduct and the potential consequences for students can be found in Senate Regulation 6.

You may also find it useful to read this PowerPoint presentation which explains, in plain English, the different kinds of misconduct, how to avoid (even accidently) committing them, how we detect misconduct, and the common reasons that students give for engaging in such activities.

If you are experiencing difficulties with any part of your studies, remember there is always help available:

- Speak to your personal tutor. If you're not sure who your tutor is, please ask the Taught Programmes Office (TPOcomputerscience@brunel.ac.uk).

- Alternatively, if you prefer to speak to someone outside of the Department you can contact the Student Support and Welfare team.

Expectations of Artificial Intelligence Use

The University has general guidance on using artificial intelligence in your studies.

Using AI-generated content and presenting it as your original work in any form of assessment, be it formative or summative, is strictly prohibited.

Despite Generative AI offers many useful services such as information search and retrieval, concept explanations, grammar and writing enhancements and coding assistance, it is crucial to recognise its inherent limitations. For instance, responses generated by AI can be overly general, inaccurate, biased, or even fabricated. They often lack proper references and detailed insights and they may pose challenges in terms of intellectual property rights and data privacy. Misuse of Generative AI can lead to academic misconduct.

Should you have used any information generated by AI in your work, you must provide clear references to the AI tools used. To maintain the authenticity of your work, it is essential to keep regular communication with your tutor and consistently update them on your progress. In the event of any concerns regarding the integrity of your work, a viva voce examination may be scheduled for further evaluation.

Late Coursework

The clear expectation is that you will submit your coursework by the submission deadline stated in the study guide. In line with the University's policy on the late submission of coursework (revised in July 2016), coursework submitted up to 48 hours late will be accepted but capped at a threshold pass (D- for undergraduate or C- for postgraduate). Work submitted over 48 hours after the stated deadline will automatically be given a fail grade (F).

Please refer to the Computer Science student information pages and the Coursework Submission Procedure pages for information on submitting late work, penalties applied and procedures in the case of Extenuating circumstances.

APPENDIX A - FORMATIVE TASK 1: YEAR 1 PLAN

The aim of this formative task is to help you to transition into university life, and to understand the academic and support systems available. You are expected to work in your groups to find answers to the following questions and share it with your team members.

You and your group should prepare a written report (referred to as the 'Year 1 Plan') about planning your Year 1 work (CS1601, CS1602, CS1603, CS1604, CS1605 and CS1704).

The Year 1 Plan is a formative task (not graded) and has no weighting.

The Year 1 Plan should not exceed 10 pages (excluding cover page, references and group contributions).

The Year 1 Plan should be submitted to WISEFlow in Week 5. The **deadline for submission is on Friday 1st November at 11:00 GMT**. **This is a group submission**. Therefore, if at least one group member submits the presentation that will suffice. However, if you wish, you may submit your own copy as well to practice how to upload assignments to WISEFlow.

The Year 1 Plan should be **presented (walk-through of the report) to tutors during your regular group tutorial in Week 7 (w/c 11/11/2024)**.

The report should include the following 9 sections:

I. **Cover page** indicating the module code; module title; assignment code; assignment title; task name; group name (e.g., Group A 05); name of your tutor; name and IDs of all group members

II. **Introduction** (page limit: no more than 200 words)
This section should include a brief description of what you have been asked to do (in questions III – IV) and explain the rationale for undertaking the work reported on.

III. **Assessments** (page limit: no more than 2 pages)
List all the required assessments for all year 1 modules (formative and summative assignments, live demonstrations and oral examinations ('VIVAs'), written examinations, class tests, quizzes, presentations, etc.)
You must include the following information for each assessment and it should be presented in a clear and concise way, using appropriate visualization method(s) (i.e., a table).

Information required: module code, module name, assessment code, assessment name, number of credits, when it's been taught (semester 1 or 2), type of the assessment (e.g., exam/coursework/class test etc), whether the assessment is compulsory/optional, whether the assessment is core/non-core, release date and submission date).

Note: you should refer the study guides and eVision to find the required information.

IV. **Planning** (page limit: no more than two pages)
Create a weekly plan that shows the assessment release dates, assessment submission dates and exams periods identified in the question (III). You should also mark the weeks in which you have vacation and resit exams. The weekly plan should include the week number, starting date of the week and activities due in respective weeks. The weekly plan should be presented in a clear, concise and visually pleasing way.

Note: Following additional information would be useful in preparing the weekly plan.

- Refer 'Term dates for 2024/25' section in https://students.brunel.ac.uk/study/term-dates link to get information about term dates.
- The University starts counting weeks from week 0. 'Welcome Week' is week 0 and you may disregard week 0 in your plan. Teaching for 2024/25 academic year starts in 'Autumn

Semester' and will continue till end of 'Spring Semester - Assessment Period'. Therefore, your plan should include the period stating from 30/09/2024 until 30/05/2025.

- Each week starts on a Monday. For example, Week 1 starts on 30/09/2024, Week 2 starts on 07/10/2024, week 3 starts on 14/10/2024 and so on.

V. Time management (page limit: no more than 2 pages)

Read the following description on different time management styles observed in students. Next interview each one of your team members and find out which time management style is applicable to them (one person may exhibit more than one style). Then, identify the commonly known strengths and weaknesses of each personality type. Finally, suggest some tips (e.g., methods, apps, and etc) they could adopt to increase productivity. If a particular team member has already adopted any methods to increase their productivity, you may mention these in the answer.

You must include the following information in your answer and it should be presented in a clear and concise way, using appropriate visualization method(s) (i.e., a table).
Information required: time management style, name(s) of team members who , commonly known strengths of the style, commonly known weaknesses of the style, and tips (e.g., methods, apps, etc.) to increase productivity.

Note: you may refer Brunel Library or any resource available online to find any required information. You must **reference all external sources** that were referred when composing the response. When referencing Harvard style referencing must be used. Also, refer the 'EXPECTATIONS OF ARTIFICIAL INTELLIGENCE USE' section on page 6).

Time Management Styles

Time management is a crucial skill for university students to master, as it directly impacts their academic performance and overall well-being. The article by Abby Miller (2019) outlines six distinct time management personality types that individuals typically exhibit during their academic journey.

The "Firefighter" is characterized by a constant sense of urgency, moving from one project to another with an intense focus on completing tasks with absolute perfection. This type of students may find themselves constantly working on assignments or exam preparations as if they are urgent tasks. They associate an end goal with every possible task and tend to squeeze a task into every possible minute. Usually, they think small talk or relaxing are waste of time and should spend every minute doing something productive.
The "Multitasker" believes in their ability to juggle multiple academic and extracurricular activities simultaneously, often switching between various tasks in an attempt to complete their to-do list efficiently. They love switching tasks and find having several tasks going at one time exhilarating. Many students fall into this category, believing they can effectively study for multiple subjects while managing other responsibilities.
The "Over-Committer" is the student who struggles to say "no" to additional academic projects, club activities, or social engagements, often prioritizing others' needs over their own study time and personal boundaries.
The "Underestimator" consistently misjudges the time required to complete assignments or study for exams, often believing that these tasks will take less time than they actually do. These students can often be seen doing last-minute cramming and rushed work.
The "Perfectionist" is obsessed with flawless execution in their academic work, dedicating excessive time to ensure every detail of an assignment or project is impeccable, sometimes at the expense of meeting deadlines or balancing other course requirements. They are absorbed by the detail and often has trouble stopping one activity to transition to something new. They have very high personal standards. They believe that they should be able to do nearly everything themselves and do it all well.
Finally, the "Wild Procrastinator" tends to delay starting assignments or studying until the last possible moment, either due to indecisiveness or a perceived thrill in working under pressure. This student might claim that they work most effectively when under the pressure of a deadline.

Understanding these time management styles can help university students identify their own tendencies and recognize areas for improvement in managing their academic workload and personal time effectively.

Reference:
Miller, A., 2019. 6 Time Management Personalities and how They Manage Their Time. Calendar. Available at: https://www.calendar.com/blog/time-management-personalities/ [Accessed 27 July 2024].

VI. Risks (page limit: no more than 3 pages)

The following case studies explore academic risks associated with your University education. You should identify the potential consequences/ risks, and alternative approaches in each of these cases. You should also identify the support services available at the university for students facing similar challenges in balancing personal responsibilities with academic commitments.

You are encouraged to consider how you would handle such a situation and identify appropriate resources for assistance. You may find the following resources useful when answering the question.

- Progression information presentation available on 'Assessment Details' folder on CS1704 Brightspace
- https://students.brunel.ac.uk/documents/Policies/extenuating-circumstances-guidance-for-students.pdf
- https://www.brunel.ac.uk/life/supporting-you
- https://www.brunel.ac.uk/life/supporting-you/student-complaints-conduct-and-appeals/Student-Misconduct-Academic-Non-Academic-and-Fitness-to-Practise
- https://students.brunel.ac.uk/documents/Policies/code-of-conduct.pdf
- https://students.brunel.ac.uk/support/self-care

1. Emilia, an international scholarship student from Germany, arrives in the UK to pursue her lifelong dream of studying computer science. Initially excited, she soon finds herself overwhelmed by the new experiences and opportunities that university life offers. Emilia becomes caught up in extracurricular activities and trips with new friends, often neglecting her studies. Homesickness further complicates her situation, leading to missed lectures and lab sessions. As assessments approach, Emilia struggles to concentrate and focus on her work. She feels frustrated and begins to doubt her abilities, questioning whether she belongs in the program.

2. Alex, a passionate first year computer science student, juggles his studies with the responsibility of caring for his younger siblings who are still at school. This commitment often causes him to miss classes, leading to difficulties in keeping up with studies in the university. As the CS1813 Software Design coursework assignment deadline approached, Alex found himself struggling to complete the work. Feeling overwhelmed, he turned to his close friend, Sam, for help. Sam provided Alex with his completed assignment. Not having enough time to work on his own draft and fearing he would miss the deadline, Alex copied most of Sam's answers made minor changes and submitted the assessment.

3. Emma is a talented student with a passion for coding. Despite her aptitude, she has a habit of procrastinating on assignments, often waiting until the last minute to begin her work because she enjoys working under pressure. As she is working on the CS1814 Software Implementation assignment, Emma follows her usual pattern and plans to complete it in the final week before the deadline. However, disaster strikes when her laptop unexpectedly breaks down just a week before the submission date. To makes things worse, she realises that she has not backed up her work. With no immediate access to her primary work tool and limited time remaining, Emma finds herself in a challenging situation.

4. Raj is a first year student with a whirlwind of energy and ideas. At first glance, he appears confident and outgoing, often the life of group meetings with his quick wit and animated storytelling. He is incredibly creative and full of innovative ideas. Raj often helps the group by finding unique solutions to problems. However, in class, Raj struggles to maintain focus, often fidgeting or doodling in his notebook. Raj's mind tends to wander, causing him to miss important details in lectures and seminars. Raj often loses track of time, arriving late to lectures and tutor meetings or pulling all-

nighters to complete assessments at the last minute. Despite being intelligent, Raj's grades don't always reflect his true potential due to missed deadlines and incomplete assignments.

5. Tom, a bright and enthusiastic first-year student, is thriving in his new university environment. His academic journey takes an unexpected turn when his father is involved in a serious accident, resulting in a prolonged hospitalization. The incident deeply affects Tom, causing him to lose focus on his studies for nearly two months. As his father is the primary income earner, the family faces sudden financial strain. Tom finds himself torn between his academic responsibilities and his desire to support his family during this crisis. The stress of the situation begins to take a toll on Tom's mental health. He struggles to concentrate in classes, falls behind on assignments, and withdraws from social activities.

6. Sarah, a dedicated computer science student, has poured her heart into her CS1814 Software Implementation assessment. Confident in her work, she anticipates earning top marks and eagerly looks forward to showcasing her work during the viva presentation. On the day of the viva, Sarah arrives at the examination room, brimming with excitement. However, her enthusiasm quickly turns to dismay as she realizes she has missed her allocated time slot. In her haste and nervousness, she had mistaken the end time of her viva for the start time.

7. Leo, a first-year university student, adopts a minimal effort approach to his studies. Despite his intellectual capabilities, he chooses to invest little energy, knowing his grades won't count towards his final degree award. His strategy is to merely pass the year. Leo managed to score Es for both CS1601 and CS1602 exams and a C for CS1603 exam. He scored a B- for his CS1813 Design assignment. However, after receiving his provisional winter exam results, Leo experiences disappointment upon seeing his peers outperform him. Despite this setback, Leo remains committed to completing the academic year, motivated by the prospect of a family diving holiday in the Red Sea come August.

8. Jack, Emma, Liam, Sophia, and Aiden are a tight-knit group of friends who consistently attend their university lectures together. However, their behaviour during class has become a significant issue. The five friends frequently engage in disruptive chatter, laughter, and other noisy activities throughout the lectures. Their actions not only disturb the flow of the lecturer's teaching but also negatively impact the learning experience of their fellow students. Despite receiving multiple warnings from the lecturer, the group seems unable or unwilling to modify their behaviour.

9. Nora fails the CS1814 assessment at the first attempt due to failing the viva. The university offers her a summer resit opportunity. However, upon learning that the resit grade will be capped at D-, Nora considers putting significant effort is pointless and doesn't prepare well for the resit viva. As a result of her poor preparation, Nora fails the resit assessment for not meeting the required standard of the submitted work.

10. Amir, a first-year student, is disappointed upon receiving his end-of-year results, having failed three assessments (CS1604, CS1814 and CS1605) which adds up to 45 credits. Since the resit credit volume is less than 60 credits, the University has offered him summer resits (August 2025), providing an opportunity to progress to the second year upon successful completion (in September 2025). Relieved by this second chance, Amir diligently prepares for the exams. He manages to complete the first two resit assessments (CS1605 and CS1814), feeling confident about his performance. However, just before the final resit (CS1604), Amir gets into an accident, rendering him unable to attend the exam.

VII. **Conclusion** (no more than 300 words)

Provide a summary of the important points identified in sections III) – VI).

VIII. References

Harvard referencing must be used if external sources such as websites, articles or books were used in composing answers.

Note: You may refer the following link to get more information about Harvard referencing style.
https://libguides.brunel.ac.uk/referencing/overview

Using AI-generated content and **presenting it as your original work** in any form of assessment, be it formative or summative, **is strictly prohibited**. Should you have used any information generated by AI in your work, **you must provide clear references to the AI tools used**. Misuse of Generative AI can lead to academic misconduct. For more information read the section on 'EXPECTATIONS OF ARTIFICIAL INTELLIGENCE USE' sections on page 6.

IX. Group Contributions (page limit: no more than one page)

For each member of the group, mention the contributions toward creating 'The Year 1 Plan' report. This should be presented in a clear and concise way, using appropriate visualization method(s) (i.e., using a table).

IMPORTANT: To effectively complete this task:

First, the group should arrange a meeting to plan for the task. Your group should first select a team leader. Given the complexity of the task it is recommended to have 2 team leaders for this task.

The leaders will be responsible for coordinating the formative task, ensuring deadlines are met, and overseeing the final compilation of the report. The leaders should finalize who will be answering each question and set up soft deadlines for completing individual work. The leaders should make sure everyone has an equal amount of work to complete. It's recommended that you meet as a group in week 2 and make a decision based on everyone's preference. For example, two students could work on question III. Assessments, two can work on question IV. Plan, 2 - 3 students can work on questions V. Time Management and VI. Risks. The team leaders can be responsible for collating the individual answers into a cohesive report, ensuring consistency in style and format.

Next, the team leaders should facilitate communication between other members, organize regular check-ins, and help resolve any issues that arise. The rest of the team is expected to support the leaders by meeting deadlines, actively participating in group discussions, and assisting with proofreading and editing the final report. Remember, while the leaders guide the process, the success of the project depends on everyone's active contribution and collaboration.

You are expected to meet as a group in the weeks you do not meet with the tutor or as more frequently as required. The group should use appropriate tools to complete the task and track progress (e.g., Task Allocation sheet, OneDrive, MS Teams, MS Office 365). While it's up to the group to choose the tools for the task, it's important that the tools that you use are freely accessible to everyone in the group.

When you meet with your tutor, the group is expected to give an update on task progress. The update should include an overview of the work completed, remaining work and any challenges faced. While the group leaders give an update on the overall task, the other members should update on the progress of their individual tasks. If the group is facing any challenges, you may discuss these with the tutor and seek advice.

Since you will be completing the task early on, keep detailed notes and evidence of work carried out, overall progress of the task, challenges faced and how you have overcome them. This would be useful when writing your reflection much later in the year.

APPENDIX B - FORMATIVE TASK 4: CODE INTEGRATION TASK

As part of 'Assignment 3 – Software Implementation' each group member is asked to develop a Java program. For the Code Integration Task, you are asked to work together as a group in order to integrate the code developed by all, or some, of your group members, such that it runs as a single program. Detailed description of the individual programs and the Code Integration Task will be provided in 'Assignment 3 – Software Implementation' that is released in week 8.

The deadline to submit the Group Experience Reflection Presentation slides and Formative group task 4 - Code Integration Task is **11:00 GMT, Friday 04th April 2025**. **This is a group submission**. Therefore, if at least one group member submits the presentation that will suffice.

The presentation will be held in week 28 (07 - 11 April 2025) during your regular group tutorial time. **Attending the presentation is mandatory.**

The presentation should not exceed 80 minutes. At the end of the presentation, the group should demonstrate the Formative task 4 - Code Integration to the tutor, if the code integration feature has been accomplished. The task 4 leaders will be responsible of demonstrating the code integration.

This element has no weighting.

Note: You will be able to understand the requirements for this task only after assignment 3 has been released (Week 8). Further this formative task can only be started when the majority of the group has completed their assignment 3 (Week 25). **Therefore, it's recommended to revisit the task in Week 23 to start planning.** Further, the task leaders should work closely with the leader who will be leading Formative task 5: Preparation of Group Reflection Presentation.

IMPORTANT: To effectively complete this task:

Your group should first select a team leader. Given the complexity of the task it's recommended to have 2 team leaders for this task. These leaders will be responsible for coordinating the project, ensuring deadlines are met, and overseeing the final integration of the programming tasks completed by the group members.

In order to integrate the codes successfully, the group will need to gather all the codes, integrate the codes, test the integrated code and create an interface for the integrated program. This involves careful planning and designing. The team leaders will be responsible of demonstrating the code integration during the Week 28 presentation.

The team leaders should take a lead role in carrying out the integration, facilitate communication between other members, organize regular check-ins, and help resolve any issues that arise. The rest of the team can support the leaders by meeting deadlines, actively participating in group discussions, and assisting with testing the integrated software. Remember, while the leaders guide the process, the success of the project depends on everyone's active contribution and collaboration.

You are expected to meet as a group in the weeks you do not meet with the tutor or as more frequently as required. The group should use appropriate tools to complete the task and track progress (e.g., Task Allocation sheet, OneDrive, MS Teams, MS Office 365). While it's up to the group to choose the tools for the task, it's important that the tools that you use are freely accessible to everyone in the group. When you meet with the tutor, team leader(s) is expected to give an update of the task progress. If the group is facing any challenges, you may seek advice from your tutor.

APPENDIX C - FORMATIVE TASK 5: PREPARATION OF GROUP REFLECTION PRESENTATION

The submission of 'Assignment 1 – Professional Reflection' is done as a group submission. While each group member must **individually** answer the group reflection questions mentioned in page 3 of this brief, submission of the answers and the Java files related to code integration should be done as a group submission (one designated group member submits the required documents).

Each individual response in the presentation should be clearly attributed to the group member to whom it originates. In other words, your tutor should be able to know 'who said what', in order to carry out the assessment of each group member individually.

The presentation should use slides (in PDF). The presentation should be structured so that the responses for the four individual questions from one member is followed by the responses from the next member.

The presentation should not exceed 80 minutes. At the end of the presentation, the group should demonstrate the Formative task 4 - Code Integration to the tutor, if the code integration feature has been accomplished. The task 5 leader would be responsible for the smooth delivery of the presentation and making sure the group finishes on time.

The deadline to submit the Group Experience Reflection Presentation slides and Formative group task 4 - Code Integration Task is **11:00 GMT, Friday 04th April 2025**. **This is a group submission**. Therefore, if at least one group member submits the presentation that will suffice.

The presentation will be held in week 28 (07 - 11 April 2025) during your regular group tutorial time. **Attending the presentation is mandatory.**

This element has no weighting.

Note: Your group will be able to start on this task upon completing assignment 3. **Therefore, it's recommended to revisit the task in Week 23 to start planning.** Further, the task leader should work closely with the leaders who will be leading Formative Task 4 – Code Integration.

IMPORTANT: To effectively complete this task:
Your group should first select a team leader. Given the complexity of the task it's recommended to have only 1 team leader for this task. The leader will be responsible for coordinating the project, ensuring deadlines are met, and overseeing the final compilation and submission of the presentation and integrated code.

This task involves gathering individual answers from all group members and compiling it to one presentation. The task leader is NOT required to proof read any slides as it contains answers from individual students. However, it is recommended to agree on a common presentation structure (e.g., side design and layout, front style, font size, table/ figure naming conventions and etc) so when the slides are merged no information is lost from the individual slides. Further, having one layout throughout the presentation is an indication of how successfully the group task was managed. The task leader may create additional slides such as the cover page of the presentation. The task leader is expected to facilitate the smooth delivery of the presentation (which involves learning how to operate the AV system in the meeting room prior to the meeting, setting up the slides in a laptop/ meeting room computer for the presentation, checking the AV set up in the meeting room prior to the presentation and planning for any risks ahead).

The team leaders should facilitate communication between other members, organize regular check-ins, and help resolve any issues that arise. The rest of the team can support the leaders by meeting deadlines, actively participating in group discussions, and proofreading your own answers and checking the final presentation to make sure your individual answers have been added correctly. Remember, while the leaders guide the process, the success of the project depends on everyone's active contribution and collaboration.

You are expected to meet as a group in the weeks you do not meet with the tutor or as more frequently as required. The group should use appropriate tools to complete the task and track progress (e.g., Task Allocation sheet, OneDrive, MS Teams, MS Office 365). While it's up to the group to choose the tools for the task, it's important that the tools that you use are freely accessible to everyone in the group. When you meet with the tutor, team leader(s) is expected to give an update of the task progress. If the group is facing any challenges, you may seek advice from your tutor.